

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Waxahachie Faith Family Academy	070801		
Vendor ID #	ESC Region #		
75-2785871	10		
Mailing address	City	State	ZIP Code
1608 Osprey Drive	Desoto	TX	75115

Primary Contact

First name	M.I.	Last name	Title
Michael	T.K.	Dang	Assistant Superintendent for Curriculum & Accountability
Telephone #	Email address		FAX #
214-878-2742	mdang@faithfamilyacademy.org		972-224-4133

Secondary Contact

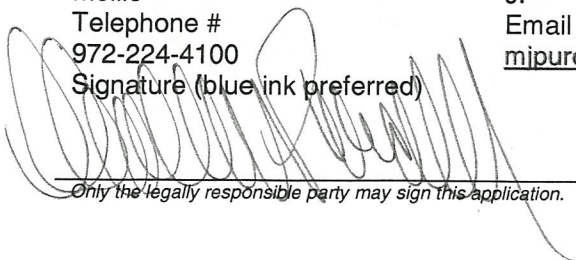
First name	M.I.	Last name	Title
Shirley	M.	Heitzman	Executive Director of Development
Telephone #	Email address		FAX #
972-802-4818	sheitzman@faithfamilyacademy.org		972-224-4133

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Mollie	J.	Purcell	Superintendent
Telephone #	Email address		FAX #
972-224-4100	mipurcell@faithfamilyacademy.org		972-224-4133
Signature (blue ink preferred)		Date signed	



2/2/18

Only the legally responsible party may sign this application.

RFA #701-18-103; SAS #274-18
2018–2019 Technology Lending

701-18-103-064

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	N/A
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	N/A
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

Acceptance and Compliance	
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

				B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 070801

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Faith Family Academy - Oak Cliff Campus High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. (2 pages max)

A Technology Lending Program Grant is critical to fulfilling Waxahachie Faith Family Academy's (FFA) vision for providing Universal Access to educationally appropriate digital content and resources and developing the 21st century skills of high school students as they prepare for an online world in college or the workplace. This grant will help FFA accelerate implementation of one of the key goals of the FFA Long Range Technology Plan to provide 24/7/365 access to learning materials for students. FFA is a charter school district based in the Dallas/Fort Worth Metroplex. FFA is a high-needs district, with 98.7% economically-disadvantaged students, 83% at-risk students, and 53.4% English Learners. The Oak Cliff Campus in south Dallas serves 2,211 PreK-12 students, with 525 high school students in Grades 9-12. FFA serves some of the highest concentrations of economically-disadvantaged students and English Learners in the area. 29% of students are African American; 67% are Hispanic; and 4% are White.

49% of high school students report they do not have laptops/desktops at home or Internet access. Current technology funding resources, including the Instructional Materials Allotment, have provided for technology infrastructure improvements, in-classroom technology devices, and the purchase of online digital resources, but have not been adequate to implement a much-needed Technology Lending Program. Thus, finding additional funding for a Technology Lending Program is critical. FFA did not receive a Technology Lending Grant in the 2012-2013 or 2014-2016 rounds.

Ensuring that students develop the 21st century skills to prepare for an online world in college or the workplace is essential to FFA's mission to empower and educate the whole child for lifelong success as a responsible leader in the community. FFA is committed to giving each student an elite, quality education that will ensure students are prepared and positioned to go on to higher learning and success at the university of their choice. FFA provides an exemplary education for a diverse student body by emphasizing positive self-esteem, high academic standards, and an appreciation for the fine arts, technology, and global responsibility.

The Technology Lending Program supports one of the major goals of the district's Long Range Technology Plan to "Increase academic performance across the curriculum through integration of technology into teaching and learning." The Technology Lending Program significantly supports the goals of the district's Long Range Technology of putting all content in the Learning Management System (LMS) and providing 24/7/365 access to learning materials for students, siblings, and families, as well as the goal to add mobile distance learning units to increase availability of learning resources. FFA has an approved Technology Plan on file with the Texas Education Agency.

The proposed project also significantly furthers one of the main goals of the District Improvement Plan (DIP) to continue to build an infrastructure that supports 21st Century Readiness by integrating digital resources into the curriculum at all grade and content area levels to enrich and engage students for personalized learning. The Technology Lending Program will also support a second DIP goal to increase 21st Century Readiness by implementing emerging technologies which enhance cognitive engagement and learning for ELL, GT, CTE, SPED, Eco Dis, At-risk, Dyslexia, PreK-12, and 504 students. The Technology Lending Program will accomplish this by increasing access to district digital resources that provide personalized academic supports needed for student success for economically-disadvantaged students, English Learners, SPEC, 504, GT, CTE, dyslexic, and at-risk seniors, and through the LMS, which makes content accessible to all students regardless of disability.

Funding from this grant will allow FFA to establish a Technology Lending Program (TLP) that increases students' 21st century learning skills and academic achievement by providing students laptops and mobile hotspot devices for residential Internet access. The Technology Lending Program will be initially targeted to FFA high school seniors, who were identified as the highest need students based on a comprehensive district and campus academic and technology needs assessment. This Technology Lending Program will provide 75 laptop devices with productivity tools available for individual or classroom use for the 97 students in the Oak Cliff high school senior class. This project will also provide on-

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demand Internet access to students at their homes, residential centers, and/or on the buses that transport them through cellular hotspot devices that are checked out with the loaned laptops from the Oak Cliff campus library. The purpose of the FFA Technology Lending Program is to increase student academic outcomes by:

- Increasing student access 24/7 to the extensive online digital resources and learning supports provided by the district;
- Increasing students' competence with productivity tools which will increase the quality of student work in rigorous academic courses, college, and career;
- Increasing English Learner and at-risk student supports and academic success through 24/7 access to online digital resources;
- Increasing student college readiness, through increased ability to complete key college readiness activities, e. g. college, scholarship, and financial aid applications, and;
- Increasing the media literacy and digital citizenship skills of students and teachers.

FFA has an established Acceptable Use of Computers/Internet in the Parent/Student Handbook, which all parents and students must sign at the beginning of the year. The Technology Lending Program Team will develop a Technology Lending Agreement that includes or references an existing Responsible Use Policy and provides that the Internet will be used solely for educational purposes by the student. Parents and students will receive an overview training regarding the Technology Lending Program, which will include information on Internet safety and Software and Personal Hardware Usage. Parents/guardians and students participating in the lending program will be required to sign the Technology Lending Agreement. During the first six weeks of school, all seniors will have an embedded course section in their English classes that addresses the Digital Citizenship strand of the Technology Applications TEKS as required by this grant. Students will be required to pass a district assessment on Digital Citizenship in order to participate in the lending program, preferably before the conclusion of the first six weeks have concluded.

The Campus Program Coordinator will be responsible for equipment check-out, monitoring, return, collection, routine data wiping, and re-shelving. Loaned laptops and hotspot devices will be checked out through the library lending system, allowing device usage to be tracked and monitored. The loaned devices will be available for individual student and whole-class checkout. Individual students will be able to check out the loaned devices for up to three weeks, and may renew check-outs in three week increments (Progress Reporting Period timeframe). A certain number of mobile devices will be allocated for class-checkout, based on academic needs and priorities. The campus coordinator will work with the teachers and Program Coordinator to schedule a rotation system for class usage, based on assignments, time lines, and hardware needs.

The Chief Information & Technology Officer and technology specialists will provide support of the district's technology infrastructure including networks and device maintenance. Technology specialists will be on-hand to provide technical support and provide equipment maintenance both on a routine schedule and as needed basis. All equipment purchased through this grant will be tagged, tracked, and inventoried within normal FFA fixed asset policies, which means that each technology item will have a unique barcode. The library checkout system will keep running records of which students have the mobile devices and mobile hotspots in their possession. In addition, the laptops will be enrolled in Airwatch, the district's mobile device management system. The district will purchase insurance for the loaned laptops, to cover loss, damage, or theft using grant funds.

The district's Technology Lending Program team will meet on a regular basis to review program progress and discuss project implementation milestones, schedules, facilities, inventory lending, and challenges and successes. The Program Director will be responsible for ensuring that program implementation is on schedule and that all fiscal practices are consistent with local and state requirements. Regular meetings of the Technology Lending Program Team will allow district and campus-level program staff to monitor program implementation and participant feedback for program improvement. FFA will collect and report on all mandatory performance measures outlined within the Program Guidelines of the Technology Lending Grant as required. Service, curriculum, and instruction evaluation will be based on the quantitative and qualitative findings listed as above. FFA will complete all TEA required and requested reporting practices.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 070801

Amendment # (for amendments only):

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 070801			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$525	\$	\$525
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$	\$0
Schedule #11	Capital Outlay (6600)	6600	\$49,475	\$	\$49,475
Total direct costs:			\$50,000	\$	\$50,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$50,000	\$0	\$50,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 070801		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		
2		
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 070801		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$525
Grand total:		\$525

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 070801		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 070801			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Computer Devices: Laptops	75	\$425	\$36,125
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18	20 Cellular hotspot devices @\$20/month for 2 years	20	\$480	\$9,600
19	Device Extended Warranty & Insurance (3-year)	75	\$50	\$3,750
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$49,475

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 070801

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2,183	98.7%	17-18 Snapshot Data
Limited English proficient (LEP)	1,374	53.9%	16-17 TAPR Report
Disciplinary placements	0	0%	16-17 TAPR Report
Attendance rate	NA	95.4%	16-17 TAPR Report
Annual dropout rate (Gr 9-12)	NA	1.1%	16-17 TAPR Report

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
													97	97

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Schedule #13—Needs Assessment

County-district number or vendor ID: 070801

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **1 page**

The district conducted a needs assessment to identify and prioritize academic and technology needs for the proposed Technology Lending Program. The Technology Lending Program Team reviewed the grant guidelines in order to understand the goals and objectives of the program, and used a variety of data sources to determine where the Technology Lending Program will have the greatest impact. This team was comprised of campus administrators, staff, and media specialist, as well as central office leaders for School Leadership, Curriculum & Accountability, Technology, Special Services, Finance, and Operations. The team reviewed data from District and Campus Improvement Plans; District and Campus TAPR Reports; the District Long-Range Technology Plan; and student, staff, and parent surveys.

The needs assessment revealed there is a critical need for a Technology Lending Program for high school students, especially seniors at the Oak Cliff Campus. FFA is a high-needs district, with 98.7% economically-disadvantaged students, 83% at-risk students, and 53.4% English Learners. The Oak Cliff Campus in south Dallas serves 2,211 PreK-12 students, with 525 high school students in Grades 9-12, including 97 seniors. FFA serves some of the highest concentrations of economically-disadvantaged students and English Learners in the Dallas area. 29% of students are African American; 67% are Hispanic; and 4% are White. According to a recent survey of FFA high school students, 49% of students do not have laptop/desktop computer or Internet access at home.

Students may have mobile devices (like cell phones), but do not have devices with productivity tools, like a laptop or desktop at home. Laptops/desktops have the productivity tools, like word processing, presentation, and spreadsheet programs, needed to complete rigorous coursework, including research, writing, and presentation projects and college, scholarship, and financial aid applications. High school teachers and the media specialist confirm that high school students, especially seniors, need devices with productivity tools to develop 1) "netiquette" skills needed for communicating in a professional environment and 2) advanced skills in writing programs, spreadsheets, presentation & media production tools for completing high-quality research, writing, and presentation projects. Students without access to productivity tools and the Internet at home often struggle to complete the high-quality research, writing, and presentation projects and struggle to succeed in advanced coursework at the senior high school grade level.

In addition, although the district is providing a wide array of digital learning resources online, including electronic textbooks and other online digital resources, many of our high school students lack access to these resources outside of school. Without home access, many students are unable to access the significant online digital support resources the district has available, such as online dictionaries, multimedia presentations, and leveled books. This particularly impacts English Learners who need additional supports for both content and language acquisition. Because students don't have consistent access to mobile devices in their residences, residential centers, or on buses, teachers are unable to harness the true power of the district's online Learning Management System to do whole-class assignments that require at-home use of mobile devices and Internet access. In addition, although our seniors are motivated to attend college, their ability to apply for college, scholarships, and financial aid is hampered by lack of computer access when they are not at the Oak Cliff Campus in Dallas. In addition, it is difficult for parents to assist with financial aid and scholarship applications due to limited device and Internet access in their residences.

Funding from this grant will allow FFA to establish a Technology Lending Program that increases students' 21st century learning skills and academic achievement by providing laptops and mobile hotspots for residential Internet access.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 070801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	49% of FFA high school seniors are without access to laptops or the Internet at home. Limited access to lending technology and residential Internet means that economically disadvantaged students lack 24/7 access to the extensive digital resources, online textbooks, and online courses needed to succeed academically. Students and teachers can't use the Learning Management System consistently.	The FFA Tech Lending Program will provide high school seniors with laptops with productivity tools and out-of-school Internet access through mobile hotspot devices. Increased student and senior class use of high-quality digital resources, tools, and online courses needed for 21 st Century learning will improve student achievement. Increased use by students and teachers of the online Learning Management System.
2.	Many seniors need access to devices with the productivity tools that will allow them to produce high-quality research, writing, and presentation projects. Many seniors also need to continue to develop competency in "netiquette" in order to communicate in professional environment and to develop advanced skills in the business/productivity tools needed for success in rigorous academic courses, college, and careers.	Students whose families may not have the resources to purchase the necessary technology and Internet will be provided loaned equipment with productivity tools to complete class assignments and produce high-quality research, writing, and presentation projects for rigorous academic courses. Increased student competency in "netiquette" and advanced skills in the business/productivity tools needed for success in rigorous academic courses, college, and careers.
3.	53.4% of FFA seniors are English Learners who need significant additional supports for both content and language acquisition. Without home access, English Learners are unable to access the significant online digital support resources the district has available, such as online dictionaries, multi-media presentations, and leveled books.	English Learners, and other students who need supports, will be able to utilize online digital supports for both content and language acquisition 24/7 at home. With home access, students will be able to access the significant online digital support resources the district has available, such as online dictionaries, multi-media presentations, and leveled books, increasing academic success.
4.	College readiness - Although FFA seniors are motivated to attend college, their ability to apply for college, apply for scholarships, and apply for financial aid is often hampered by lack of a computer with productivity tools and Internet at home. It is difficult for parents to help with financial aid and scholarship applications.	Increased student college readiness, through increased ability to complete college, scholarship, and financial aid applications, especially activities where student/family collaboration is required. Increased number of college applications, scholarship applications, financial aid and FAFSA applications by Oak Cliff campus seniors.
5.	Digital Citizenship - Students, teachers, and parents need more training in digital citizenship and media literacy regarding the safety, legal, cultural, and societal issues relating to the use of technology and information.	District will implement Technology Lending Agreement as part of the program and increase the number of students meeting Digital Citizenship TEKS standards. Digital citizenship and media literacy training for teachers, students, and parents will increase knowledge and practice of the safety, legal, cultural, and societal issues relating to the use of technology and information.

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Schedule #14—Management Plan

County-district number or vendor ID: 070801

Amendment # (for amendments only):

Part 1: Staff Qualifications.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Sup. for Curriculum Accountability	The Assistant Superintendent for Accountability & Curriculum will serve as the Program Director for this grant. This individual has 25 years experience as a teacher, principal, and central office administrator in K-12 education, including grant project implementation and reporting. He holds a BS in Microbiology, an M.Ed. in Educational Administration, and will hold a Doctorate in Educational Administration from the University of TX at Austin by the end of 2017-2018.
2.	Campus Media Specialist	The Oak Cliff Media Specialist will serve as the Campus-based Program Coordinator for this grant. This person has extensive experience in digital literacy and instructional technology.
3.	Chief Information & Technology Officer	The Chief Information & Technology Officer will serve technology infrastructure, equipment purchase, and support efforts for the grant. This individual has over 25 years experience in K-12 technology teams, integration efforts, and technology project oversight. He has been Chief Information & Technology Officer for several districts. He holds a Ph.D. in Educational Technology from The University of Texas at Austin, a Master's Degree in Chemistry, and a Bachelor's Degree in Science Education.

Part 2: Milestones and Timeline.

#	Objective	Milestone	Begin Activity	End Activity
1.	Acquire appropriately configured mobile lending devices and mobile hotspots.	1. Purchase/insure laptop devices and mobile hotspots.	05/15/2018	6/30/2018
		2. Install software and programs on lending devices.	07/01/2018	08/19/2018
		3. Enter technology devices into district asset management system and library checkout system.	07/01/2018	08/19/2018
		4. Install Internet safety blocks to limit access to unsuitable web content.	07/01/2018	08/19/2018
2.	Ensure students and teachers are effectively educated in Digital Citizenship.	1. Provide Digital Citizenship training to teachers.	08/06/2018	08/18/2018
		2. Provide teachers training on use of digital instructional technologies and loaned technology in senior courses.	08/06/2018	08/18/2018
		3. Ensure seniors demonstrate grade level mastery of the Digital Citizenship TEKS (district assessment).	08/20/2018	10/05/2018
3.	Ensure students have access to technology and Internet access anytime/anywhere.	1. Inform students & parents of the lending program.	08/15/2018	10/05/2018
		2. Have parents/guardians and students attend a mandatory meeting to review the proper care and use of the technology equipment and applications.	09/05/2018	10/05/2018
		3. Have parents/guardians and students sign a Technology Lending agreement.	09/05/2018	10/05/2018
		4. Issue laptops and mobile hotspot devices.	10/6/2018	06/05/2019
4.	Ensure technology is regularly maintained.	1. Create schedule for regular maintenance of devices.	07/01/2018	08/19/2018
		2. Document any repair issues and submit for maintenance.	10/05/2018	06/15/2019
5.	Integration of Digital Resources	1. Give all seniors email/Microsoft 360 productivity tools	08/20/2018	10/05/2018
		2. Train seniors on productivity tools, and using LMS, Schoology, e. g. uploading, reading, quizzes	08/20/2018	10/05/2018
		3. Teachers integrate digital resources into courses; design & deliver 6-week course modules using lending laptops, productivity tools, and LMS including "flipped classroom"	08/06/2018	6/1/2019
		4. Train teachers & seniors on digital resources that provide academic supports and enhance cognitive engagement and learning for EL, GT, CTE, SPED, Eco Dis, At-risk, Dyslexia, and 504 students.	08/06/2018	12/1/2018

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 070801

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Technology Lending Program team will meet on a regular basis to review program progress and discuss project implementation milestones, schedules, facilities, inventory lending, and challenges and successes. The team will communicate regularly through individual conversation and daily email. The Program Director will be responsible for ensuring that program implementation is on schedule and that all fiscal practices are consistent with local and state requirements. The Program Director will coordinate with the Campus Program Coordinator as needed to ensure successful implementation of the program. The Campus Program Coordinator will be responsible for the day-to-day implementation of program activities. The Project Director will troubleshoot any system-level issues with the FFA Cabinet, which includes the Superintendent, Chief Operations & Facilities Officer, Chief Technology Officer, Chief Financial Officer, and Assistant Superintendents of Curriculum & Accountability, School Leadership, and Special Programs. Technology staff will maintain frequent communication with program implementation staff in order to monitor and ensure the success of the program. Program staff will share qualitative program observations and quantitative data regarding program implementation with the Program Director, as well to the Technology Lending Team, in order to support ongoing process evaluation of the program implementation, and make adjustments to implementation needed to ensure the success of the program.

The district office maintains frequent communication with Oak Cliff campus administration, staff, teachers, parents, and students through the district website, social media channels, and internal communications channels. Any program changes made as a result of ongoing continuous improvement will be communicated to district stakeholders through these channels.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FFA is not currently implementing any ongoing, existing efforts that are similar or related to the Technology Lending Program outlined in this proposal. District and campus leaders are fully committed to implementing this project because of the impact it will have on student achievement and college readiness outcomes. There are a number of ways that we will ensure that program participants remain will remain committed to the success of the project. This project has the full commitment and support of the district Superintendent and Cabinet-level leadership. The district will provide program management, systems oversight, and technology trainings through existing district policies and procedures. The Oak Cliff Campus will have a Campus Program Coordinator to oversee the day-to-day operations of the program.

Regular meetings of the Technology Lending Program Team will allow district and campus-level program staff to monitor program implementation and participant feedback. The information gathered from these meetings will be utilized as a tool to target program outcomes to ensure that all project participants remain committed to the project's success and sustainability. Systematic trainings will be provided to classroom teachers and student program participants on Digital Citizenship, media literacy, and use of technology. Teachers will be provided additional training on how to utilize digital instructional strategies, including "flipped" classroom learning techniques to maximize the student home laptop use. The funding under the 2018-2019 Technology Lending Program Grant will enable the district to purchase the portable electronic resources necessary for the long-term continuation of the program after funds cease. The newly-formed Faith Family Education Foundation, which provides additional funding to the district, will be engaged to seek additional funding for program sustainability following implementation of the Technology Lending Program. In addition, the district's Executive Director of Development, will continue to seek funds to continue and expand the program in additional grade levels, based upon the success of the program with Oak Cliff Campus seniors.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 070801

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Hardware lending data	1.	Number and % of students who check out device(s) as part of the TLP
		2.	Number and % of eligible economically disadvantaged students who check out device(s) as part of the Technology Lending Program
		3.	Number and % of English Learners participating in the program
		4.	Student & teacher feedback on implementation (comment cards)
2.	Digital Instructional Materials & Courses	1.	Number and names of courses using digital instructional materials as part of the program
		2.	Titles of digital instructional materials used as part of the program
		3.	Number and % of teachers who leveraged digital instructional materials for students because of the Technology Lending Program
		4.	Number of online courses taken by participating students because of the program
3.	Media Literacy & Technology Trainings	1.	Number of students who participate in the Digital Citizenship coursework
		2.	Number and % of students who master the Digital Citizenship TEKS
		3.	Number of teachers who participate in the trainings on digital citizenship, utilizing digital instructional resources, and technology
		4.	Training evaluation feedback from students and teachers
4.	College Readiness Indicators	1.	Number and % of seniors completing college applications
		2.	Number and % of seniors completing financial aid applications
		3.	Number and % of seniors completing scholarship applications
5.	Student Performance Data	1.	Number and % of students who showed an increase in attendance
		2.	Number and % of students who showed an increase in academic achievement

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only.

The Technology Lending Program Project Director is the Assistant Director of Curriculum & Accountability. He is experienced in establishing strong data tracking and collection procedures, and performing regular reviews of data points throughout program implementation to ensure effective program review and improvement. He will ensure that the Technology Lending Program Team meets on a regular basis to review program implementation data and make necessary adjustments. Program-level data, such as the number of seniors checking-out laptops and mobile hotspot devices will be tracked through the library checkout system. This data will be reported back to the Project Director and Technology Lending Program Team to ensure a high rate of participation and address any issues with lending. The Project Director will work with district instructional technology specialists and high school teachers to collect information on the use of digital instructional materials and courses. The Project Director will work with the Assistant Superintendent for Special Services and the high school counselor to collect data on students' college, financial aid, and scholarship application efforts. Student attendance and achievement data will be collected through regular district reporting procedures. Evaluation data will be collected for student trainings as well as teacher media literacy, digital resources, and technology use training programs. Qualitative data on program implementation will be obtained from students & teachers through comment cards received by the laptop check-in and check-out station in the library. Data will be collected on how many devices are used relative to student count to provide the ratio of technology devices to students needing devices. FFA will collect and report on all mandatory performance measures outlined within the Program Guidelines of the Technology Lending Grant as required. Service, curriculum, and instruction evaluation will be based on the quantitative and qualitative findings listed as above. FFA will complete all TEA required and requested reporting practices.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 070801

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is not currently implementing a Technology Lending Program due to insufficient funds for purchase of the needed equipment and technology devices. FFA did not receive a Technology Lending Grant in either of the 2012-2013 or 2014-2016 grant rounds. Funds available through the Technology Lending Program Grant are greatly needed to acquire the technology equipment and devices to implement this program that will provide economically-disadvantaged students and English Learners access to essential 21st century digital learning and productivity tools. Although offsite technology access is listed as a priority in the Technology Plan, recent significant upgrades to the technology infrastructure and in-classroom classroom devices & software have left no additional funding to support a Technology Lending Program for student technology access out of the classroom with existing funding sources.

The district has focused existing district technology funding and leveraged federal eRate dollars on needed upgrades to the technology infrastructure, including expanded Wi-Fi capacity and a 24/7 Learning Management System (LMS); replacing technology devices and software for classroom use (COWS with laptops or iPads); and purchasing digital instructional resources. Funding from the Instructional Materials Allotment (IMA) has been needed to purchase in-classroom technology devices and purchase digital textbooks and other online digital resources critical to instruction. As a charter school with no bond funding available for technology improvements, the district has aggressively sought and secured supplemental funding through technology grants, including: Comprehensive School Reform {Title I, School Improvement Program}, along with E-Rate grants.

Technology Infrastructure: Over the past two years, the district has significantly upgraded the on-campus technology infrastructure to increase bandwidth by implementing new network electronics and Wi-Fi capability and upgraded the system to the Cloud. The district has implemented a new Learning Management System (LMS), *Schoology*, to provide 24/7 access to educational materials through the cloud in order to support 21st century learning and "flipped" classroom applications. The district has focused existing district technology funding on upgrading the technology and telecommunications infrastructure needed to support the integration of technology into the curriculum and classroom during the school day. FFA has increased Wi-Fi/broadband capacity toward effectively utilizing 21st century digital resources and media. The district has direct connection to the Internet via High-Speed Optical Fiber connection; local LAN and WAN networks; fiber-backbone, Ethernet-to-the-desktop connected computer labs staffed with full time teachers; and Internet access and automated checkout in the library.

Technology Devices: FFA has focused on refreshing laptops and other mobile devices for in-classroom use. The district is currently at the end of a replacement cycle, and over 160 laptops are over 3+ years old. The district has purchased 150 new laptops and 107 new iPads for the Oak Cliff Campus, which serves just over 2,200 students PreK-12; future technology funding is also allocated to maintain the replacement cycle. As required by the Children's Internet Protection Act, each District computer has a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate or harmful to both minors and adults. FFA is currently using Marshall 8E6 Internet filtering and reporting appliances.

Instructional Technology & Training: Staff development is provided for all new technology, software, and equipment; as well as methods for integrating instructional technology integration; and data management and analysis. Teachers are actively utilizing online digital resources such as: Discovery Education; SpringBoard ELA; SpringBoard Math; SpringBoard Science; APEX Learning; Rosetta Stone; Lonestar Curriculum; Schoology; History Alive! Economics; Brain Pop!; IXL Mathematics; and productivity tools such as: Adobe CS and Microsoft Office 360. Despite interest and training, teachers have been unable to fully adopt "flipped classroom" strategies due to students' lack of access to devices and Internet in their residences, residential centers, or on buses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 070801

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Technology Lending Program is critical to fulfilling Waxahachie Faith Family Academy's (FFA) vision for providing Universal Access to educationally appropriate digital content and resources and developing the 21st century skills of all students as they prepare for an online world in college or the workplace. The proposed project supports significant goals in the District's Improvement Plan and district's Long Range Technology Plan. FFA is committed to giving each student an elite, quality education that ensures students are prepared and positioned to go on to success at the university of their choice. FFA provides an exemplary education for a diverse student body by emphasizing positive self-esteem; high academic standards; and an appreciation for the fine arts, technology, and global responsibility. Our mission is to empower and educate the whole child for lifelong success as a responsible leader in the community.

With a Technology Lending Program, FFA addresses the objectives of the FFA Long Range Technology Plan of utilizing all content in the Learning Management System (LMS) and providing 24/7/365 access to learning materials for students, siblings, and families. It supports the goal of the FFA Long Range Technology Plan to add mobile distance learning units to increase availability of distance learning resources. The plan supports the first goal of the district's Long Range Technology Plan: Goal 1: Integration of technology into the curriculum to enhance the education process for students and teachers.

The proposed project also significantly furthers several key goals in the District Improvement Plan to increase the 21st century readiness of all students. One of the main goals of the District Improvement Plan (DIP) is to continue to build an infrastructure that supports 21st Century Readiness by integrating digital resources into the curriculum at all grade and content area levels to enrich and engage students for personalized learning. The Technology Lending Program will accomplish this by increasing student access 24/7 to the extensive online digital resources and learning supports provided by the district and by increasing students' competence with productivity tools in order to increase the quality of student work in rigorous academic courses, college, and future careers.

An important component of this project is to increase media literacy and digital citizenship: the ability of students to understand the safety, legal, cultural, and societal issues relating to the use of technology and information. The project is also designed to support increased proficiency in the Technology TEKS, including: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

The Technology Lending Program will also support a second goal in the DIP to increase 21st Century Readiness by implementing emerging technologies which enhance cognitive engagement and learning for ELL, GT, CTE, SPED, Eco Dis, At-risk, Dyslexia, PreK-12, and 504 students. The Technology Lending Program will accomplish this by increasing access to district digital resources that provide personalized academic supports needed for student success for economically-disadvantaged students, English Learners, SPEC, 504, GT, CTE, dyslexic, and at-risk seniors, and through the LMS, which makes content accessible to all students regardless of disability.

The Technology Lending Program will also support district college readiness and access goals by increasing student college readiness, by increasing students' and families' ability increase to complete college, scholarship, and financial aid applications and access college readiness supports.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 070801

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This project will provide on-demand Internet access to students, siblings, and their families at their homes, residential centers, and/or on the buses that transport them. On-demand internet access will be provided through cellular hotspots that are checked out with the loaned laptops from the Oak Cliff campus library. As a charter school, our students come from up to sixteen different cities in Dallas and Ellis Counties, making purchase of residential internet for specific neighborhoods or towns not a feasible option.

Safe, reliable Internet access will be provided through cellular hotspots. A cellular hotspot is a device that converts cellular 3G, 4G/LTE signals to Wi-Fi and vice versa. As long as a cellular signal is available, the device creates a local Wi-Fi hotspot to provide access to the Internet. Mobile hotspots can be used wherever students are able to get a mobile signal. It can be used at their home, on the bus, or residential center. Students will be able to access the Internet at any location, in a truly on-demand environment. These wireless mobile hotspot devices will offer the students a convenient compact device that can be placed near the mobile device in order to access the Internet. Mobile hotspots will guarantee that students have a dedicated and safe connection for the loaned device. Mobile hotspots eliminate the worry of conducting work over an unsecured public Wi-Fi connection, and mobile hotspots often have faster connection speeds than public Wi-Fi.

As required by the Children's Internet Protection Act, each district computer has a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate or harmful to both minors and adults. FFA is currently using Marshall 8E6 internet filtering and reporting appliances. The mobile hotspots will contain the district's filtering capability, ensuring that Internet content will be filtered for laptop use outside of school.

In addition to purchasing the hotspot device, the district will pay the monthly subscription in order to maintain access to the Internet for the student. The wireless mobile hotspot device will be required to be returned with the mobile device, i. e. laptop through the regular check-in/check-out process.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 070801

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project significantly furthers key district goals to increase 21st century readiness of all students and supports with current FFA curriculum, instruction, and classroom management efforts. The district has implemented a new Learning Management System (LMS), *Schoology*, to provide 24/7 access to educational materials through the Cloud in order to support 21st century learning and "flipped" classroom applications. The flipped classroom is a blended learning environment in which students learn online at least part of the time while attending a brick-and-mortar school. Either at home or during a homework period at school, students view lessons and lectures online. Time in the classroom, previously reserved for teacher instruction, is spent on teacher assistance to students. With student access to mobile devices and Internet at home, teachers will be able to begin to implement "flipped classroom" applications that harness the true power of the district's online Learning Management System to do whole-class assignments that require at-home use of mobile devices and Internet access.

As mentioned earlier, the Technology Lending Program will support the district's goal of integrating digital resources into the curriculum at all grade and content area levels to enrich and engage students for personalized learning. The district has purchased digital textbooks and other online digital resources critical to instruction and placed educational content, electronic textbooks, and links to digital resources on the LMS. This project will increase use by students and teachers of the online Learning Management System. It will also increase student and senior class use of high-quality digital resources, tools, and online courses needed for 21st Century learning and improve student achievement. This project will also help the district meet its goal of ensuring that students have Digital Citizenship skills, including knowledge and practice of the safety, legal, cultural, and societal issues relating to the use of technology and information, and that students can meet Digital Citizenship TEKS standards. The Technology Lending Program will also support English Learners, and GT, CTE, SPED, Eco Dis, At-risk, Dyslexia, PreK-12, and 504 students, to access the significant online digital support resources the district has available, such as online dictionaries, multimedia presentations, and leveled books, increasing academic success. This supports the district's goal of implementing emerging technologies which enhance cognitive engagement and learning. In addition, students whose families may not have the resources to purchase the necessary technology and Internet will be provided loaned equipment with productivity tools to complete class assignments and produce high-quality research, writing, and presentation projects for rigorous academic courses, college, and future careers. Students will also increase their college readiness, as they are able to apply for college, scholarships, and financial aid with the support of their parents and family at home.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to meet goals of 21st century readiness, the district has invested significant funding from the Instructional Materials Allotment (IMA) to purchase digital textbooks and other online digital resources critical to instruction. Teachers have been trained in integration of digital instructional materials and instructional strategies. Teachers at the high school level are using a wide variety of digital textbooks and online digital resources, including: SpringBoard ELA; SpringBoard Math; SpringBoard Science; Rosetta Stone for Foreign Language; History Alive! Economics for Social Studies; IXL Mathematics for Math; APEX Learning for College Readiness; Lonestar Curriculum for Career and Tech Education; and Brain Pop! for English Learner Supports in all subjects.

Online research tools include: Discovery Education; Adam Matthews; Britannica/Britannica Escolar; EBSCO eBooks – High School, Academic, Business, Education, History Collections; GALE; ProQuest SIRS Discoverer; and Teachingbooks.net. Productivity tools include Adobe CS in Career & Tech Education and Microsoft Office 360 productivity tools. The district has purchased Microsoft Office 360 productivity tools for all students, so seniors will be able to utilize word processing, spreadsheet, presentation, and other professional tools on devices in the classroom, as well as on the loaned laptop devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 070801

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FFA has experienced Information & Technology staff who are committed to providing any and all support needed to ensure the success of the Technology Lending Program at the FFA – Oak Cliff Campus.

The Chief Information & Technology Officer and technology specialists provide the district turn-key support of the district's technology infrastructure including networks and device maintenance. Technology specialists assigned to the Oak Cliff Campus will catalog and configure all mobile electronic devices (i. e. laptops) and WiFi devices purchased with grant funds. Once all electronic hardware is inventoried and configured, the program staff and teachers will be trained in how to access and utilize the new technology. The campus program coordinator will provide initial assistance to students in troubleshooting their devices and answering questions that may arise. Technology specialists will be on-hand to provide additional technical support and provide equipment maintenance both on a routine schedule and as needed basis. The district has implemented an electronic work-order system to track issues and uses these analytics to optimize customer service and performance.

Student participants and parents or legal guardians will be provided an orientation which will include Personal Safety/privacy, Illegal Activities, System Security, Inappropriate Language Respect for digital resources, Plagiarism and Copyright infringement, Inappropriate Access to Materials, Software and Personal Hardware Usage, and Rules of Netiquette and General Internet Use. Parents or guardians and students participating in the lending program will be required to sign the Technology Lending Agreement.

During the grant period, student participants, teachers, and related campus staff will be provided on-going trainings to ensure that program hardware is effectively maximized for the intended use under the grant program. The Assistant Superintendent of Accountability & Curriculum and the campus Instructional Specialists will provide training for teachers on how to utilize the technology; review media literacy standards and practices; digital resources and productivity tools; and incorporating flipped classroom practices into instruction. Students will be trained on using the technology, Digital Citizenship standards, digital resources and productivity tools, and flipped classroom instructional practices in embedded units in their core courses, e. g. English, Social Studies. Through these measures, the district will ensure the success of the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 070801

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Program Director is responsible for overall administration of the Technology Lending Program Grant. He will ensure the district adheres to the requirements of the grant and remains in compliance with the Texas Education Agency, and oversee all data collection, evaluation, and grant reporting efforts. He will ensure all necessary technology and media literacy training is provided to teachers, students, and parents in coordination with the Chief Information & Technology Officer and other Technology Lending Program areteam members. The Chief Information & Technology Officer will provide technological support and will oversee all technology aspects of the implementation and management of the program to include: inventory of equipment, installation of software and security blocks; distribution and tracking of devices; and routine maintenance.

The Technology Lending Program will be administered on a day-to-day basis by the campus-based Technology Lending Program coordinator (Media Specialist). The campus coordinator will be responsible for equipment check-out, monitoring, return, collection, routine data wiping, and re-shelving. Loaned laptops and hotspot devices will be checked out through the library lending system, allowing device usage to be tracked and monitored. When devices are returned, the campus coordinator will put the loaned devices into a private network to refresh laptops without exposing the district's network to viruses and malware. If any of the technology lending equipment is in need of maintenance, program staff will issue a work order to the technology department, and campus technology specialists will service the hardware to return it to proper working condition. Campus technology specialists will provide ongoing technical support and provide equipment maintenance on a routine schedule and as needed basis. The loaned devices will be available for individual student and whole-class checkout. Individual students will be able to check out the loaned devices for up to three weeks (Progress Reporting Period timeframe), with extensions available. A certain number of mobile devices will be allocated for class-checkout, based on academic needs and priorities. The campus coordinator will work with the teachers and Program Director to schedule a rotation system for class usage, based on assignments, time lines, and hardware needs (For example, student participants will be divided into groups, group A will have access to the mobile technology devices, if needed, to complete assignment No. 1 within a fixed amount of time.)

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All equipment purchased through this grant will be tagged, tracked, and inventoried according to normal FFA fixed asset policies and procedures. The technology department employs a staff of campus technology specialists who will repair and maintain these computers. The library checkout system will keep running records of which students have the mobile devices and mobile hotspots in their possession. In addition, the laptops will be enrolled in Airwatch, the district's mobile device management system. The district will purchase insurance for the loaned laptops, to cover loss, damage, or theft using grant funds.

FFA has an established Acceptable Use of Computers/Internet in the Parent/Student Handbook, which all parents and students must sign at the beginning of the year. This handbook is posted on the district website. The Technology Lending Program Team will develop a Technology Lending Agreement that includes or references an existing Responsible Use Policy and provides that the Internet will be used solely for educational purposes by the student. Parents and students will receive an overview training regarding the Technology Lending Program, which will include information on Personal Safety/privacy, Illegal Activities, System Security, Inappropriate Language Respect for digital resources, Plagiarism and Copyright infringement, Inappropriate Access to Materials, Software and Personal Hardware Usage, and Rules of Netiquette and General Internet Use. Parents or guardians and students participating in the lending program will be required to sign the Technology Lending Agreement. During the first six weeks of school, all seniors will have an embedded course section in their English classes that addresses the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills as required by this grant. Students will be assessed on their knowledge, and will be required to pass this assessment in order to participate in the Technology Lending Program.

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